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ABSTRACT

This report assesses the feasibility of redesigning the current practices and procedures for recruitment and selection of certified teaching personnel in the Los Angeles Community College District. A descriptive method was used in the study of existing procedures in similar organizations and the procedures were cross-compared with those used in the L.A. Community College District. Interviews were conducted with a representative sample of college placement officers who supply L.A. certificated personnel. It was found that methods used by modern organizations in recruitment of qualified personnel applicants can be applied in the community college area. Other findings and the resulting conclusions and recommendations are presented in this report. A general recommendation is for a board of trustees to make an official policy statement on the recruitment and selection of certified personnel and for this statement to include the philosophy of the merit system and the principles of hiring the most qualified available instructor regardless of national origin, race, religion, sex, color, or creed. This report includes the following three documents: "A proposed selection procedure for junior college instructors;" "Staff study: Teacher recruitment policy and practice;" and "Third year survey results/An analysis of the characteristics of new full-time faculty in California Community Colleges." [Because of marginal reproducibility of original, this document is not avilable in hard copy.] (CA)

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LOS ANGELES COMMUNITY COLLEGE DISTRICT
2140 West Olympic Boulevard
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A COMPARATIVE STUDY

OF

RECRUITMENT AND SELECTION PROCEDURES AND PRACTICES FOR JUNIOR COLLEGE CERTIFICATED PERSONNEL

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INFORMATION

TABLE OF CONTENTS

I.	Background Information	1
II.	Purpose	1
III.	Method	1
IV.	The Report	3
V.	Findings	13
VI.	Conclusions	39
VII.	Recommendations	42
VIII.	Bibliography	47
IX.	Appendices	50

NOTE:

All Tables listed on the following page as well as those in the Appendices have been deleted from this report.

LIST OF TABLES

Table		Page
I	Characteristics of Eligible Lists For Instructor Positions In Los Angeles Community College District, 1969-70	15
II	Characteristics Of Eligible Lists For Instructor Positions In Los Angeles Community Colleges, 1969-70 Success Ratio of Applicants	17
III	Characteristics Of Eligible Lists For Instructor Positions In Los Angeles Community Colleges, 1969-70 Previous Teaching Experience of Eligibles	18
IV	Characteristics Of Eligible Lists For Instructor Positions In Los Angeles Community Colleges, 1969-70 Institution Granting Highest Degree To Eligibles	19
V	Characteristics Of Eligible Lists For Instructor Positions In Los Angeles Community Colleges, 1969-70 Geographical Location of Eligibles	20
VI	Characteristics Of Eligible Lists For Instructor Positions In Los Angeles Community Colleges, 1969-70 Ages Of The Eligibles	21
VII	Characteristics Of Eligible Lists For Instructor Positions In Los Angeles Community Colleges, 1969-70 Sexes of Eligibles	22
VIII	Characteristics Of Eligible Lists For Instructor Positions In Los Angeles Community Colleges, 1969-70 Prior Applications With This District By Eligibles	23
IX	Characteristics Of Eligible Lists For Instructor Positions In Los Angeles Community Colleges, 1969-70 Current Employment Status With District of Eligibles	24
X	Characteristics Of Eligible Lists For Instructor Positions In Los Angeles Community Colleges, 1969-70 Current Occupation Of Eligibles	25
XI	Characteristics Of Eligible Lists For Instructor Positions In Los Angeles Community Colleges, 1969-70 Highest Degree Received By Eligibles	26
XII	Characteristics of Eligible Lists For Instructor Positions In Los Angeles Community Colleges, 1969-70 Recency Of Highest Degree Received	27
XIII	A Summary Of Community College Recruitment And Selection Practices And Procedures For Nine California Community College Districts, 1969-70	29
XIV	Some Characteristics Of Los Angeles Community Colleges Faculty	36
XV	Cross-Comparison Of Certificated Recruitment Practices In Nine California Junior College Districts	37
XVI	A Comparison Of Recruitment Practices Of Selected Private Firms	39

I. BACKGROUND INFORMATION

In October 1965, Dr. Robert E. Horton presented a report entitled A Proposed Selection Procedure for Junior College Instructors which was prepared by the Division of College and Adult Education, and the Personnel Division. (See Appendix A)

In March 1966, three recommendations were made by the College Curriculum Coordinating Committee regarding college recruiting and hiring.

During the academic year of 1967-68 the Personnel Task Force considered the possibility of changing recruitment and selection procedures for certificated personnel. In the transitional period, many of the same practices and procedures used by the Los Angeles Unified School District for selecting instructors were continued.

In the academic year 1969-70, Dr. Mark Mathews, Department Chairman of Business Administration at Los Angeles Valley College, initiated the current study by his letter to one of the members of the Board of Trustees. The board member referred the letter to Dr. Donald W. Click, Deputy Superintendent, for action. Dr. Click formed a committee to make recommendations for the revision of the recruitment and selection practices and procedures for certificated personnel in the Los Angeles Community College District. The committee engaged Norman L. Garrett, Assistant Dean of College Services at West Los Angeles College, to study and make recommendations for the revision of recruitment and selection practices and procedures.

II. PURPOSE

The purpose of the study is to assess the feasibility of redesigning the current practices and procedures for the recruitment and selection of certificated personnel in the Los Angeles Community College District.

III. METHOD

The descriptive method was used in studying existing personnel procedures and practices in similar organizations and cross-comparing the methods with those used in the Los Angeles Community College District.

A sample of representative community college districts was selected with the aid of professional experts in the field of community college administration, educational personnel administration, and a panel of experts in the Los Angeles Community College District.

The districts selected met the following criteria:

1. They represent large multi-campus community college districts.
2. They represent large urban community colleges.
3. They are in the same competitive geographical area.
4. They have the reputation of being progressive and modern in their personnel procedures and practices.

In addition to the eight community college districts selected, three large industrial organizations who hire significant numbers of professional personnel were included in the sample. These organizations fit some of the same criteria as the community college districts represented above.

They were selected because of the following criteria:

1. They have reputations of utilizing modern personnel practices and procedures.
2. They employ significant numbers of professional personnel.
3. They are in the same geographical competitive area.

In addition to the method of cross-comparing personnel procedures and practices in similar community college organizations, the experts felt that it was necessary to interview a representative sample of college placement offices who supply community college certificated personnel. With the aid of the same panel of experts mentioned above, a group of college placement offices were selected.

The rationale of selection for this group was as follows:

A large public university should be included in the sample; a large private university, two large state colleges who supply a significant number of teachers in the Los Angeles area; a private liberal arts college; and a private multi-complex campus which offers advanced degrees in many fields.

As part of the methodology, the consultant reviewed the literature in the areas of public personnel administration, business personnel administration, and

educational personnel administration as it relates to community college recruitment and selection.

In order to cross-compare the personnel systems used in the recruitment and selection of community college certificated personnel, an investigation was made into the current approaches used by the Los Angeles Community College District for selecting teaching personnel.

Group meetings and individual discussions were held with college presidents, deans of instruction, evening deans, and departmental and divisional chairmen in the Los Angeles Community College District. Discussions were held with representative teaching groups, including the District Academic Senate, the Negotiating Council and recently hired certificated personnel. In addition, comments and suggestions were solicited from the teaching personnel and teacher organizations in the district.

Finally, discussions were held with section heads in the Personnel Division whose functions contribute in some way to the practices and procedures related to the recruitment and selection of certificated personnel.

IV. THE REPORT

INTRODUCTION

> "No element of the career service system is more important than the recruitment policy."[19]

The recruitment policy is the cornerstone of the whole personnel structure. Unless recruitment policy is soundly conceived, there can be little hope of building first rate staff. The "merit system" implies, above all else, a particular system of recruitment and selection.

> "THE STAFFING PROCESS is a flow of events resulting in the continuous manning of organizational positions at all levels. This process includes the following components: manpower planning, authorization for staffing, developing sources of applicants, applicant evaluation, employment decisions and offers, induction and orientation, transfers, demotions, promotions, and separations. In a sense, this process is the flow of human resources into, within, and out of the enterprise, although its components are highly interdependent, and all can be occurring within an enterprise at any one time."[19]

THE MERIT SYSTEM

Initially the concept of the "merit system" applied solely to the manner of entrance into the service. The term generally is associated with civil service reform. Now the term "merit system" is commonly used not only to convey a form of selection for entrance, but also to embrace other aspects of the personnel system--advancement on merit, pay related to the nature of the job and to quality of performance, and desirable working conditions. In its broad sense the "merit system" in modern government means "a personnel system in which comparative merit or achievement governs each individual selection and progress in the service and in which the conditions and rewards of performance contribute to the competency and continuity of service."[56]

The entrance and usually the promotion features of the "merit system" are ordinarily founded on a plan of open competitive examinations under which candidates are appraised as to their relative fitness to their duty and occupation and service.

The "open competition" consists of the following principal elements:

1. Adequate publicity. Job openings and requirements must be made public so that candidates have a reasonable opportunity to know about them.

2. Opportunity to apply. Candidates who are interested must have a chance to make their interest known and receive consideration.

3. Realistic standards. Qualification standards must be reasonably related to the opening to be filled, and must be applied to all that make their interest known.

4. For absence of discrimination, the standards used must contain facts that relate to ability and fitness to employment.

5. Ranking on the basis of ability. The very essence of competition implies a ranking of candidates on the basis of a relative evaluation of their ability and fitness, and a selection process which gives effect to this ranking.

6. Knowledge of results. The candidates must be able to find out how the process works, and anyone who believes that the process has not been applied properly in his own case must have a chance for administrative review.

"The notable feature of the "merit system" from 1883 to the 1930's was the negative aim of limiting the "spoils system" by establishing competitive entrance requirements for public jobs, and by placing independent control agencies in a strategic position to check any cheating on this objective. The major battle was to "keep the rascals out"--to achieve some reasonable measure of competence for filling the bulk of public positions--had been won."[56]

"The modern changes have been related to a change in emphasis--a competent civil service could not come just from initial employment on an equal basis and pay for equal pay for equal work. The big job of personnel management was emerging as that of securing the ablest people for public service and maintaining well-trained, satisfied well-productive work forces. Paralleling developments in private industry, this meant enlargement of the personnel function to embrace much more than recruiting, testing, and pay standardization. It has meant making the public service attractive as a career for the cream of the graduates from the nation's schools and colleges. It has meant expanding in-service training for orientation, for school improvement, for increased employee potential for advancement, for a sense of belonging and a sense of unity and common purpose in an organization--all factors that are vital to high morale."[56]

The new role of personnel administration has meant inclusion of internal placement policies and methods to insure promotion and transfer opportunities so that the filling of positions is not wholly a matter of looking to formal examination register. It has meant stimulation of recreation; provision for personal counseling in which employees are "helping to help themselves" on home or office problems that might affect their performance; establishment of services and conveniences for employees that made life in the organization more satisfying--loan funds, employee libraries, car sharing, improved eating and sanitary facilities, and the like. It has meant the inauguration of position incentives--special salary increases for superior work, cash awards, and honor awards. It has meant supervision of relations with employee organizations.

Most recently the positive approach in public personnel administration has focused the research of modern social psychology on the management of

organizations. Like its counterpart in a number of large and progressive private business firms, the public personnel administrator is being gradually pushed into the constructive role of fostering whatever activities, policies, or practices that will contribute most to the psychological security of employees, to their feeling of belonging, and to their sense of success in a common enterprise. This is the slant of the latest training and employee relations programs: to develop the enthusiastic participation of each person in the organization, that is, to join individual goals with organization goals.

For the most part, a genuine understanding of the nature and goals of modern personnel administration is rarely possessed by the person who holds the purse strings--budgeteers, legislators, and, indeed, many top executives. Most private and public organizations will suffer from too many top administrators who know some subject matter field or have a flair for public relations but have little notion of their personnel responsibilities (to say nothing of having little skill in the field) as heads of large aggregations of human personalities who are supposed to be working enthusiastically together in a common purpose. It is to the continual improvement of this understanding and attitude that modern personnel administration is dedicated.

Such are the ingredients of the aspects of the merit system relating to government positions.

The recruitment, selection, and placement of candidates in private business and industry is very similar to those objectives shared by public service. Even though the aim of private enterprise is profit, as related to the service orientation of government, the aims, objectives and methods used by professional personnel administrators are almost identical. "Recruitment is the first stage in a relationship in which each step should be planned and administered as part of an on-going process which can stimulate each employee to develop and use his full potential as an organizational member and teammate. To accomplish these aims, recruitment must be well designed to attract a suitable number of persons who are qualified (or can qualify) for available jobs and who can also measure up to standards of behavior accepted for the organization as a whole."[26]

- Discriminating selection among candidates on the basis of corporate policies, implemented by clearly defined procedures, help to insure that there will be no discrimination against any applicants.

"Placement should be treated as a preliminary decision for persons who expect to remain at or near the production level and as a preparatory step in a continuing program of self-development for promotion candidates."[26]

The principles which relate to personnel administration in the area of business administration and public administration are readily applicable to the area of community college personnel administration. The methods or procedures which are utilized by modern organizations in the recruitment and selection of qualified applicants can be readily applied in the community college area. The basic assumptions are that:

1. The employment policy should be stated by the district that its aim is to employ the best qualified instructors available in each academic field.

2. The district should seek sufficient applicants to insure that only well qualified instructors will be selected.

3. The district should insure "quality control" in selection by seeking applicants from the best universities and colleges in the nation and comparing those applicants to those of our equally fine institutions.

COMMUNITY COLLEGE RECRUITMENT AND SELECTION

The recruitment and selection of community college instructors is not only of local and state concern, but of national concern because of the tremendous expansion of the need for community college personnel in the United States. The search for qualified teachers is always critical. Individuals who are specifically trained for community college teaching are now being developed in the field of teacher education.

The overall concept of teacher selection may be thought of as embracing the following major steps:

1. Recruitment.
2. Admittance to professional-level training.
3. Meeting the requirements of the training period.

4. Certification.

5. Local selection and appointment on some temporary basis.

6. Meeting the requirements of the probationary period.

7. Retention on some permanent basis.

The consideration of all these factors will enable the administrator to select and retain the teacher who has attained professional competence and should continue to grow into a strong asset for the community college.

Coulbourn,[13] in a study, whose purpose was to survey "practices now current, evaluate them in the light of basic criteria, and establish more effective standards for procedures and methods in the field of teacher selection," arrived at the following criteria:

1. The ultimate responsibility for the selection of teachers rests with the superintendent of schools.

2. The selection of teachers should be based on merit.

3. An efficient program of teacher selection demands some type of organization responsible for the activities having to do with personnel management.

4. The superintendent, or his authorized agents, should actively seek desirable candidates for the teaching staff.

5. The specific requirements of any type or classification of teaching position should be definitely set up and made available for all prospective candidates.

6. Teachers should be selected for specific positions.

7. Every effort should be made by those responsible for the selection of teachers to obtain complete and reliable evidence concerning the qualifications of each applicant.

8. A program of teacher selection should include the use of an application blank to be filled out by all candidates.

9. Every candidate's complete credentials should include information from competent persons who are best acquainted with him and his work.

10. Provision should be made in every program of teacher selection for a personal interview, where possible, with every qualified candidate.

11. Provision should be made in every program of teacher selection for an opportunity to observe the candidate teach.

12. The certification of health and physical fitness should be a required qualification in every program of teacher selection.

13. The use of the written examination as a procedure in teacher selection is very limited and need not be a necessary requirement.

14. All candidates should be required to meet approved minimum educational qualifications.

15. Previous teaching experience as a necessary qualification for assignment or appointment is not to be considered a uniform requirement in a program of teacher selection.

16. The establishment of lists of eligible candidates who have satisfactorily met all the requirements for the various types and classifications of teaching positions should be required in every program of teacher selection.

17. Any program of teacher selection should require a probationary period of teaching before final appointment or election.

18. Any comprehensive program of teacher selection should include a policy of selective admission or recruitment for teacher training.

Coulbourn[13] admitted the impossibility of setting up general criteria that would cover the diverse and detailed practices observed. In making his final recommendations, he found it necessary to propose standards which were supported by the weight of practice approved by educational authorities, and in keeping with the basic criteria.

In a research study by the National Education Association which dealt with the qualifications, selection, and appointment of new teachers, the following criteria were presented:

1. The superintendent of schools should nominate all employees and the Board of Education should elect only on his recommendation.

2. Previous teaching experience as a condition for employment is undesirable and unnecessary.

3. No definite age limits for appointment represents a desirable flexibility of policy.

4. A teacher's eligibility for appointment should not be impaired because of marital status.

5. Residence per se should not influence appointment.

6. School officials should actively seek desirable candidates for the teaching staff.

7. Interviewing is a highly professional task which can be delegated, if at all, only to another professional worker.

8. It is desirable to compare teacher qualifications by means of an orderly formal array of factors to be considered.

9. The wisest policy, in the interests of both the Board of Education and the teacher,is to have a written contract.

10. The probationary period should be regarded as a part of the process of the selection of teachers.

In a study by Garrison,[23] which dealt with the specific area of teachers' qualifications, responsibilities, preparation and differences between community college teachers and high school teachers and senior college teachers, the following major findings were delineated:

1. The masters' degree is an almost universal requirement for employment except in certain fields.

2. The major sources of degrees for public community college instructors have been (a) state universities and colleges, (b) private and denominational colleges and universities, and (c) state teachers colleges.

3. Both instructors and administrators recommend a broad general education in a subject matter field rather than a narrow specialized type of preparation.

4. There is a tendency on the part of administrators and instructors to move toward the Ph.D. degree as requirement for community college instructors.

5. Instructors have been recruited chiefly from teaching in (a) high schools, (b) colleges and universities, (c) elementary schools, and (d) junior high schools.

6. Administrators prefer instructors with experience, first, in other public community colleges; second, colleges and universities; third, high schools.

7. A major share of the community college instructors possess some kind of state teachers' certificate, though most administrators do not require instructors to hold such certificates.

8. Instructors and executives recommend an average of ten courses in professional education as necessary in the training of community college instructors. Of these, three or four were believed to require special treatment.

9. The average instructor gives instruction to three or four community college classes requiring three preparations and meeting twelve hours per week.

10. Many instructors give instruction in other school units, chiefly high schools, where they teach three or four classes meeting nine or ten hours per week.

11. The majority of community college instructors assume extra class responsibilities which require about four and one-fourth hours per week.

12. Most instructors are teaching in subject fields in which they have academic majors or minors, though a few are also teaching subjects in which they have neither a major nor a minor, while administrators agree that a major should be required as preparation in the subject, or subjects, taught.

13. Approximately 90 percent of the instructors report no research or publications.

14. The principal factors considered by executives in the employment and promotion of instructors are (a) ability as a classroom instructor, (b) professional growth, (c) knowledge of subject matter, and (d) understanding of the educative process.

15. In the judgment of classroom teachers, the community college is most like the high school in many respects, though there are several in which it more nearly resembles the college or university.

In a study by Ostlie,[42] entitled The Selection and Retention of Junior College Teachers, the following principles for teacher selection, appointment, and retention are proposed:

Principle I: The selection of teachers is a highly technical task which should be performed by the professional person or persons best qualified to evaluate the potential service of the teacher.

Principle II: As the professional head of the school, the superintendent must be empowered with authority commensurate with his responsibilities for all phases of teacher personnel administration.

Principle III: The board possesses inherent responsibilities, utilizing whatever professional advice it needs, for the formulation and declaration of basic policies in the selection, appointment, and retention of the teaching personnel.

PRINCIPLES RELATING TO INTERADMINISTRATIVE RESPONSIBILITY

Principle IV: The ultimate responsibility for the selection of teachers must remain with the superintendent.

Principle V: The authority of the administrative staff for the selection of teachers should be commensurate with their assigned administrative responsibilities.

Principle VI: Efficient management demands that the person most able to evaluate the potential service of the teacher in whole or in significant part be utilized in the selection process.

PRINCIPLES RELATING TO THE SELECTION PROGRAM

Principle VII: Teachers should be selected on the basis of the estimated efficiency with which they will perform their professional duties.

Principle VIII: The hiring authority should actively seek desirable applicants for teaching positions.

Principle IX: The completion of a formal application blank by the applicant should be considered a necessary requirement in the procedure for the selection of teachers.

Principle X: The salient characteristics of a teaching position should be a matter of record prior to a consideration of individual applicants.

Principle XI: As a general policy, every candidate who merits serious consideration for a teaching position should be interviewed.

Principle XII: Certification of physical fitness should be considered a prerequisite to employment.

Principle XIII: Information concerning a candidate's fitness for the position to be filled, secured from persons competent to judge, should be considered a necessary part of the selection process.

Principle XIV: Observation of a candidate in a teaching situation may be considered a useful, but need not be considered as uniformly necessary procedure in the teacher selection process.

PRINCIPLES RELATING TO THE RETENTION PROGRAM

Principle XV: To facilitate the personal and professional adjustment of the teacher to the school and community, a carefully planned program of teacher induction should be instituted.

Principle XVI: The probationary period should be considered a part of the teacher selection process during which efficiency of service and potentialities for continued growth are carefully assessed.

Principle XVII: Teachers who have demonstrated their competency and potentiality for growth during the probationary period should be assured of permanent tenure, contingent on the maintenance of reasonable efficiency.

Principle XVIII: The initiation and promotion of teacher education in service is a function of personnel administration, which should be cooperatively developed and carefully planned for the purpose of fostering continuous growth and the optimal utilization of teacher potential.

V. THE FINDINGS

(TABLES OMITTED)

ANALYSIS OF THE CURRENT ELIGIBLE LISTS (See Tables I through XII)

There were 1007 applications filed for 36 teaching fields in the 1969-70 academic year. Of these 511, or 50.7%, placed successfully on the eligible lists. Of the 511, 25.2% had previou junior college experience. Nineteen and three-tenths percent (19.3%) had four year college or university experience, and 32% taught in secondary schools; 6.1% taught in adult schools; 6.9% taught in private schools; and 6.5% had no teaching experience.

Of those who successfully completed the examination, the four highest numbers of individuals came from these institutions:

University of California at Los Angeles supplied 110 successful candidates, which represents 23.2% of the sample;

California State College at Los Angeles provided 85 candidates, which is 17.9% of the sample;

University of Southern California provided 56 candidates, which is 11.8% of the sample; and

San Fernando Valley State College provided 27 candidates, which is 5.7% of the sample.

One hundred eleven candidates (111), or 23.5% received their highest degrees in institutions outside of California, whereas 76.6% received their highest degrees from institutions within the State of California. Exclusive of the four largest suppliers of junior college candidates for the Los Angeles Community College District eligible list, the remaining institutions in California provided 85 candidates, or 17.9% of th sample.

Of the 511 successful candidates, 444, or 86.9% came from southern California and 57, or 11.2%, came from other parts of California, while 10, or 2%, came from outside California. As mentioned in the paragraph above, although 111, or 23.4%,were graduated with highest degrees in institutions out of California, only 10 of these, or 2%, were currently living out-of-

state when they took the examination. One hundred one (101), or 21.4%, had come to California for other reasons and were living in southern California when they took the examination; they were not recruited by our district as eligible candidates for teaching jobs in the Los Angeles Community College District.

An analysis of the age grouping of those successful candidates shows that they rank in the following order:

one hundred three (103), or 20.1%, in the age group of 25 - 29

one hundred two (102), or 19.9%, in the age group of 35 - 39

eighty-nine (89), or 17.4%, in the age group of 30 - 34

seventy-nine (79), or 14.5%, in the age group 44 - 50

forty-nine (49), or 9.6%, in the age group of 51 - 65, and

sixteen (16), or 3.1%, in the category of 20 - 24 years.

The modal group is the age group of 25 - 29 years, and the most populous span of a range of age 25 - 50.

The majority of successful applicants were male, which have 335 successful candidates, as contrasted with 176 successful female applicants. This represents 65.6% male and 34.4% female of the 511 successful candidates.

Of the 511 candidates, 179, or 35%, had made application previously, while 332, or 65%, were making application for the first time.

One hundred forty-two (142), or 27.2%, are currently employed by the Los Angeles Community College District, while 369 of the eligibles, or 72.2%, are not current employees of the Los Angeles Community College District.

Three hundred eighty-five (385) eligibles on the current lists for 1969-70 are presently teaching. This represents 75% of the eligibles. The remaining 25% come from the following categories:

thirty-two (32), or 6.3%, are students

forty (40), or 7.8%, are in businesses, and

fifty-six (56), or 10.9% are employed in other categories, such as professions, trades, industry, and government.

Of the 511 successful candidates, 3.1%, or 16, have doctors, degrees, 365, or 71.4%, have masters' degrees, and 92, or 18%, have bachelors' degrees, 8, or 1.6% have Associate of Arts or Associate of Science degree reported as the highest degree and 30, or 5.9% have High School diplomas.

Of the 511 candidates, the largest number of successful candidates received their highest degrees from 1966-1970, two hundred forty-seven (247), which represents 51.4% of the sample. In descending order, 95, or 19.8%, received their highest degree from 1961-1965; 80, or 16.6%, received their highest degree from 1956-1960; 30, or 6.2%, received their degrees from 1951-1955; 17, or 3.5%, received their degrees from 1946-1950; 7, or 1.5%, received their highest degree from 1936-1940 and 5, or 1.17%, received their highest degree from 1941-1945. No successful candidates who are on the current eligible lists had their highest degree awarded prior to 1935.

Data was only available for individuals who qualified on the eligible lists and was not available for the individuals who did not qualify.

SUMMARY OF SURVEY OF COMMUNITY COLLEGE RECRUITMENT AND SELECTION PRACTICES AND PROCEDURES FOR NINE CALIFORNIA COMMUNITY COLLEGE DISTRICTS (See Table XIII) (TABLE OMITTED)

The captioned table contains the following data:

Of the nine community college districts represented, six are multiple campus districts; six have central personnel administrations; two are decentralized, and one is in the process of hiring a central college district personnel administrator. Of the nine districts surveyed, four recruit nationally for their certificated personnel while five do not. Four do on-campus recruitment while five wait for applications to be submitted by potential faculty. Of the districts surveyed, four involve deans of instruction in the recruitment practice and three involve faculty participation in their recruitment process.

Of the nine districts surveyed, eight do not give performance tests, and eight do not give written examinations. The Los Angeles Community College District is the only one of the colleges surveyed that give written and performance tests for teacher selection. All involve faculty participation in teacher selection; all involve division or department head participation in faculty selection; and all involve the college presidents in instructor selection.

Of the districts surveyed, six of the nine involve the district superintendent actively in the instructor selection process. Of the six involved, two of the superintendents are also college presidents.

Of the nine community college districts surveyed, four have a representative of the personnel department participate in the selection process, while four do not. One of the districts surveyed is in the process of employing a central personnel district administrator and plans to involve him in the instructor selection process.

CROSS-COMPARISON BETWEEN THE CHARACTERISTICS OF ELIGIBLES FOR INSTRUCTOR POSITIONS IN THE LOS ANGELES COMMUNITY COLLEGE DISTRICT, AND THE CHARACTERISTICS OF NEW FACULTY MEMBERS FOR THE CALIFORNIA COMMUNITY COLLEGES. (See Table I and Appendix C) (TABLE OMITTED)

In a study conducted by Thomas Phair of the University of California at Berkeley, Office of Educational Career Services, an analysis is being conducted of the characteristics of new, full-time faculty in the California Community Colleges. This five-year study, which was started in the academic year 1967-68, has continued through the academic year 1969-70. Copy of the most recent report will be found in Appendix C.

In comparing the eligible lists for the Los Angeles Community College District with 91 public community colleges in California for the year 1969-70, the following comparisons are made. There were 1781 positions filled in the California Community Colleges, which represented 49 teaching fields. This compares to 511 who are on the Los Angeles Community College District eligible lists, which represents 41 teaching fields. Of these,1619, or 91%, were recruited from California as compared to 444, which represents 86.9% and 57 from California in general, which represents 11.2%, a total of 98.1% of our eligibles. There were 162 recruits for all junior college positions placed in California from out-of-state, which represents 9%, as opposed to 10 people, which represents 2%, on our eligible lists. For positions placed in California Community Colleges, 363, or 20%, have less than a masters' degree as contrasted to 130, or 25.5%, on our eligible lists. Of those being placed in California Community Colleges, 1338, or 75%, have masters' degrees versus 365, or 71.4%, who are on our eligible lists. Of those placed in California Community Colleges, 80, or 5%, have doctorates as contrasted to 16, or 3.9%, who are on our current eligible lists. In the University of California survey, 879, or 49%, received their Master of Arts degree

prior to 1968-69 and 459, or 26%, received their masters' in 1968-69. On the Los Angeles Community College District's eligible lists 247, or 51.4%, received their highest degree between 1966-70 and 48.6% received their highest degree prior to 1966.

In comparing the teaching experience, the state-wide survey conducted by the University of California, 129, or 7%, had no teaching experience versus 50, or 6.5%, who had no teaching experience and who had placed on our eligible lists. Five hundred forty-six (546), or 31.5%, were placed in California Community College who had secondary teaching experience versus 277, or 36%, of the Los Angeles Community College District eligibles who had secondary level teaching experience. Three hundred forty-four (344) teachers who were placed in California Community Colleges in the year 1969-70, or 19%, were experienced in four-year teaching institutions versus 149, or 19.3%, who are on the Los Angeles Community College District's eligible lists and who have hade four-year college or university teaching experience. Three hundred ninety-two (392), or 22%, of the University of California survey sample had community college teaching experience versus 194, or 24.5%, of the eligibles on the community college list who have had two-year college teaching experience.

COLLEGE AND UNIVERSITY PLACEMENT OFFICERS COMPOSITE SUGGESTIONS FOR MORE EFFECTIVE RECRUITMENT AND SELECTION OF CERTIFICATED PERSONNEL FOR THE LOS ANGELES COMMUNITY COLLEGE DISTRICT

As part of the study, the consultant interviewed six placement offices concerned with placing community college certificated personnel from major colleges and universities in the Los Angeles area. One was a major public university (University of California at Los Angeles); another a major private university (University of Southern California); two were major state colleges (California State at Los Angeles and San Fernando Valley State College); one was a private liberal arts college (Occidental); and another a private multi-campus complex which includes a graduate school (Clarement Graduate School).

The compilation of the comments and suggestions by the placement offices toward the improvement of the recruitment and selection procedures and practices are as follows:

1. Develop good job specifications which are specific to the job openings.

2. Develop specifications which are realistic: which delineate the requirements, the duties and responsibilities of the openings, and the salary benefits, and other matters related to the job opportunity.

3. Develop guidelines for applications which may enable the candidates to apply in ample time: for example, January through March for openings that would occur during the following school year.

4. Improve communications between the placement offices and deans of instruction which would enhance future recruiting and encourage prompt and effective action on the part of the placement offices.

5. Provide a recruitment brochure which would project a more positive image of the Los Angeles Community College District and emphasize the uniqueness of the eight college campuses.

6. Visit colleges and universities to provide a continuous two-way communication process which would allow prospective candidates to assess the advantages and disadvantages of joining the Los Angeles Community College District.

7. Inform the placement offices of vacancies in advance of the opening so that they can do some recruitment and screening, and then refer the better candidates to our district office for interview.

8. Eliminate the Graduate Record Examination as a screening device for new teachers as it has little relevance to the recruitment of masters' and doctors' degree holders.

9. Eliminate the current civil service type of process which defeats the purpose of positive recruitment and repels many good candidates even before they apply.

10. Reduce the long processing of applicants.

11. Allow the candidate to apply directly to the college of his choice.

12. Provide an opportunity for out-of-state candidates to apply at the central office.

13. Let the central personnel office be a screening and clearing house for out-of-state and in-state candidates.

14. Encourage teacher internship programs to assess the potential teacher.

15. Do not duplicate records which are available through the placement office, such as references, transcripts.

16. Allow the college placement offices to do the preliminary screening. This can be done if the placement offices are provided specific recruitment specifications for the job openings.

A COMPOSITE OF SUGGESTIONS BY THE LOS ANGELES COMMUNITY COLLEGE FACULTY CONCERNING RECRUITMENT AND SELECTION PRACTICES AND PROCEDURES

As part of the study the consultant met with department and divisional chairmen of the eight Los Angeles Community Colleges, the district-wide Senate and the Negotiating Council. The following is a compilation of the suggestions made by these faculty members:

1. The probationary period should be truly probationary and new teachers should be thoroughly evaluated during this period.

2. The probationary period should be an extension of the examination as the selection system is a predictor of effectiveness in the classroom and performance in the classroom should be considered one of the prime criteria.

3. The District Personnel Office should continue to make reference checks before an employee is hired. The selection procedures for vocational education faculty should differ from those used for the selection of academic faculty.

4. The emphasis in the selection procedure should be toward more objectivity.

5. If a change were made in the recruitment and selection procedures to involve more of the time of divisional and departmental chairmen, consideration should be given toward the reduction of classroom teaching time by departmental and divisional chairmen.

6. Policy statements should be made regarding transfer rights of newly hired faculty.

7. A stated policy should be made by the Board of Trustees relative to recruitment and selection practices and procedures.

8. Horizontal lists of qualified candidates should be used instead of vertical lists.

9. The advanced placement portion of the Graduate Record Examination for mathematics instructors should be continued as a selection device.

10. The Advanced Modern Language examination should be used as a selection device for foreign language instructors.

11. The preliminary screening process should take place in the central personnel office.

12. The Graduate Record Examination should <u>not</u> be used as a screening device for social science instructors, for the selection of speech instructors, for screening psychology or theater arts instructors.

13. Specific recruitment specifications for new positions should be prepared prior to the recruitment of new instructors for given positions.

14. The ability to write compositions should be included in the English examination.

15. A horizontal list is desirable for physical education instructors, music instructors, nursing instructors, art instructors, home economics instructors, and speech instructors.

16. Academic masters' and doctors' degrees should be the minimum requirements for eligibility for a faculty position.

17. It is recommended that there be a Personnel Advisory Committee.

18. It is recommended that competitive salaries be established to assure recruitment and selection of qualified faculty.

19. There is a need for a Personnel Policy Manual.

20. Instructors in the district should be given first consideration for counselling positions.

21. Selection procedures should be designed to allow potential instructors to be placed in a qualified pool at any time.

22. Faculty who interview potential instructors should be trained in interviewing techniques.

23. The spirit of the merit system should be retained for attraction and retention of qualified faculty.

24. The time between recruitment and selection of the new faculty should be speeded up.

25. The practice of requesting additional letters of recommendation which are in the candidates' placement file should be discontinued.

26. The practice of utilizing long term substitutes as an alternate to the selection of probationary teachers should be eliminated.

SOME CHARACTERISTICS OF LOS ANGELES COMMUNITY COLLEGE FACULTY

(See Table XIV) (TABLE OMITTED)

Out of the 1417 faculty listed in the eight Los Angeles Community College catalogs in 1969-70,

three hundred eighty-three (383), or 27% received their highest degree from the University of Southern California

three hundred forty-two (342), or 24%, received their highest degree from the University of California at Los Angeles

one hundred sixty-three (163), or 11.3%, received their highest degree from California State College at Los Angeles

three hundred twenty (320), or 23%, received their highest degree from institutions outside of California.

Seventy-seven percent of the faculty received their highest degree from institutions of higher learning in California. Of those faculty listed in the Los Angeles Community College 1969-70 catalogs

one hundred thirty-five (135), or 9%, have doctorate degrees

one thousand fifty-nine (1,059), or 75% have masters' degrees

two hundred eleven (211), or 15%, have bachelors' degrees

six, or 1/2%, have an Associate of Arts as their highest degree.

A cross-comparison of certificated recruitment practices of a selected sample of nine California Community College Districts (see Table XV) (TABLE OMITTED) indicates that:

1. The range of applicants for teaching positions varies from a low of 1007 (Los Angeles Community College District) to 10,000 applications on hand for a two year period at Foothill Junior College District.

2. The number of positions filled during the 1969-70 recruitment period ranges from a low of 18 for Pasadena Junior College District to 273 for the Los Angeles Community College District.

3. The range of personnel staff varies from none to a centralized population of 46 at the Los Angeles Community College District.

4. The practice of entry level salary maximum varies from the sixth step at Orange Coast Junior College District and El Camino Junior College District to a high of tenth step for the Los Angeles Community College District.

5. A comparison of ratios between the number of applications and the vacancies filled for the 1969-70 academic year indicates that Los Angeles Community College District had the lowest ratio of applications to positions filled (4:1) versus the highest ratio by Foothill Junior College District of 125 applications for every position filled.

6. In a comparison of the ratio of the central personnel staff and the number of college faculty, North Orange County Junior College District has the highest ratio of 90 faculty members to every position in the central personnel office versus Los Angeles Community College District, which has a ratio of 40 full-time faculty members for every employee in the central personnel office

CROSS-COMPARISON OF SELECTED PRIVATE FIRMS' RECRUITMENT PRACTICES

A cross-comparison of selected private firms' recruitment practices (see Table XVI) shows the following findings:

(TABLE OMITTED)

1. All of the firms do nation-wide recruitment

2. The number of professional employees hired for the 1969-70 year compares favorably with the number of positions filled for the Los Angeles Community College District.

3. The ratio of employees to personnel staff indicates that compared to the Los Angeles Community College District, the private firms have a higher ratio of employees to personnel staff.

4. Each firm has a responsible member of the personnel staff whose prime responsibility is recruitment.

5. The recruiter prepares brochures, makes contacts with colleges and universities, interviews prospective employees to aid in the staffing of professional needs for all of the organizations surveyed.

VI. CONCLUSIONS

1. Most of the candidates on the current eligible lists have their highest degrees from the University of California at Los Angeles, University of Southern California, California State College at Los Angeles, and San Fernando Valley State College.

2. Most of the candidates on the current eligible lists have masters' degrees.

3. Most of the eligibles on the current eligible lists are between the ages of 25 - 50.

4. Most of the current candidates are teachers.

5. One out of four current candidates has taken the examination previously.

6. Three out of five candidates are male.

7. Most of the candidates have received their highest degree from 1966-70.

8. Most of the current candidates have previous community college teaching experience.

9. Many of the candidates have four-year college or university teaching experience.

10. Many of the candidates have secondary school teaching experience.

11. Approximately half of the candidates placed successfully on the eligible list.

12. Many of the lists show sufficient number of candidates, but some show inadequate recruitment, which does not reflect a competitive examination procedure.

13. Some of the community colleges in California do nation-wide recruitment.

14. Some of the colleges which do on-campus recruitment use deans of instruction and/or faculty.

15. Los Angeles Community College District is the only district surveyed that uses a performance and/or a written examination in the selection procedure.

16. All college districts surveyed use the interview, allowing the faculty to participate, allowing division or department chairmen to participate, and have the college presidents make the final recommendations.

17. Most districts in the state involve the superintendent in the selection process.

18. Some districts utilize central professional certificated personnel staff in the teacher selection process.

19. Most of the current faculty in the Los Angeles Community College District have a masters' degree and have received their highest degree from either the University of California at Los Angeles, University of Southern California, or California State College at Los Angeles.

20. Approximately one-fourth of the current faculty in the Los Angeles Community College District have received their highest degrees out-of-state.

21. Most of the faculty are in favor of retaining the spirit of the merit system in our recruitment and selection practices and procedures.

22. Most of the faculty are in favor of allowing the central personnel staff to do the preliminary screening, the reference checks, and the processing of such documents as credentials and personnel enrollment papers.

23. Most of the faculty are in favor of horizontal lists.

24. Most of the faculty are in favor of the elimination of the Graduate Record Examination as a screening device.

25. Most of the faculty are in favor of having the Board of Trustees state their policy for the recruitment and selection of certificated personnel.

26. The Los Angeles Community College District follows the typical profile of recruits for California Community Colleges, although our current lists have three percent of the eligibles who have a doctorate as compared to five percent for a state-wide evaluation of positions filled.

27. The college and university placement offices recommend that the Los Angeles Community College District provide them with more specific recruitment specifications and improve communications through campus visits, personal contacts and recruitment literature.

28. The placement offices recommend the elimination of the Graduate Record Examination as a screening device, the elimination of the current civil service type of selection process, and the reduction of the length of time between recruitment and selection.

29. The placement offices recommend that the central personnel office be a screening and clearing house so that the candidates be allowed to apply directly to the college of their choice. Teacher internship programs should be encouraged and duplication of placement records should be avoided.

VII. RECOMMENDATIONS

GENERAL RECOMMENDATIONS

It is recommended that the Board of Trustees make an official policy statement regarding the recruitment and selection of certificated personnel.

It is recommended that the philosophy of a merit system be included in the policy statement. The policy statement should also include the principles of hiring the most qualified available instructor regardless of national origin, race, religion, sex, color, or creed.

RECRUITMENT RECOMMENDATIONS

It is recommended that one professional person on the Personnel staff be responsible for the recruitment of sufficient numbers of qualified potential instructors.

It is recommended that attractive recruitment brochures and literature be developed to attract potential instructors.

It is recommended that continuous contacts be made with placement offices to communicate the needs of the Los Angeles Community College District.

It is recommended that these contacts with placement offices include higher educational institutions within the entire State of California, not just the Los Angeles area.

It is recommended that, if sufficient qualified candidates cannot be recruited from California schools, plans be made to recruit from colleges and universities out of the State of California.

It is recommended that a specific time be designated for recruitment for appointment of fall candidates.

It is recommended that the Personnel Division be informed by the colleges early in the fall semester regarding their personnel needs for the following fall.

SELECTION RECOMMENDATIONS

It is recommended that professional qualifications of candidates for teacher positions be evaluated on each campus on a continuous basis by a committee composed of a dean of instruction, a department chairman in the specific academic discipline for which the candidate is applying, and a faculty member or members qualified in the specific academic discipline. It is further recommended that, if the candidate is determined to be qualified by this committee, the individual's name is to be submitted to the central personnel office, which will keep an active horizontal list of qualified candidates.

It is recommended that the central personnel office aid the individual college campus in the selection process by verifying such items as credential, arrest records and references.

It is recommended that selection devices appropriate for a given field be used, such as the Advanced Modern Language Examination for foreign language candidates, art samples for art candidates, presentations for speech and theater arts candidates, laboratory demonstrations by science candidates, work performance samples by vocational education candidates.

It is recommended that the results of the Graduate Record Examination be used, when appropriate, as desirable information.

It is recommended that the list of eligibles be on a horizontal basis and only those candidates who are endorsed with confidence, without any reservations, be included in this pool of eligibles.

It is recommended that the district as a whole draw from this pool of eligibles in selecting an individual to fill a vacant teaching position.

FURTHER RECOMMENDATIONS

It is recommended that the installation of these changes be instituted on an experimental basis. The new recruitment and selection procedures should be evaluated after a reasonable period of time to assess their effectiveness. After the evaluation of the effectiveness of the new recruitment and selection practices and procedures, the newly established system be allowed to continue with necessary modifications.

The current procedures for the recruitment and selection of certificated personnel be continued with these modifications:

1. The lists should become horizontal rather than vertical.

2. The present personnel staff should take a more active posture in the recruitment of qualified candidates for the district by developing recruitment brochures and literature and by making personal contacts with placement offices throughout the state to encourage the more qualified candidates to apply.

3. There should be an opportunity for qualified candidates who have not come in at the specific time designated by the central office for interviews, to be allowed to apply. These candidates must meet the same established criteria as other candidates in order to qualify.

4. Colleges should be allowed to recruit and select their own faculty. The central personnel office should provide any requested personnel services to these colleges.

5. The central personnel office would continue to clear the candidates for proper certification, arrest records, and other necessary county and state requirements.

6. The president of each college should recommend the elected faculty member to the superintendent for nomination.

7. The superintendent would nominate this elected faculty member to the Board of Trustees.

8. The Board of Trustees would appoint the nominated faculty member to probationary status.

9. After the candidate has been approved by the Board of Trustees, the college would then inform the successful candidate and proceed with the necessary orientation and indoctrination into the college faculty.

RECRUITMENT PROCEDURE

1. The college should determine its needs for the following year, then write recruitment specifications for each proposed position. The college president and/or dean of instruction should notify the Personnel Division of needs for the following academic year.

2. Personnel Division should write the recruitment bulletins and notify the college and university placement offices of the district's needs. In addition, the Personnel Division should actively recruit qualified candidates to fill the existing needs for each college.

3. Personnel Division should receive applications and determine if additional recruiting is necessary in certain areas. If so, recruitment representatives should visit college campuses. (This decision should be made at least two months in advance, as recruitment visitation schedules must be prepared.)

SELECTION PROCEDURE

1. Personnel files should be coordinated through Personnel Division and should include:

   a. Completed application form
   b. Transcripts of college and university records
   c. Verification of California Community College credential
   d. References
   e. Evidence of good health
   f. Other desirable information (but not mandatory, such as Advanced Placement Test, or Graduate Record Examination)
   g. Verification of related teaching experience and employment

2. A horizontal list of candidates who meet the minimum qualification standards be established.

3. A committee composed of dean or instruction (or his designee), a department or division chairman, and a faculty member or members in the relevant subject matter field assess the professional qualifications of each applicant.

4. The successful and unsuccessful candidates are notified by the Personnel Division.

HIRING PROCEDURE

1. The individual college with the faculty opening invites in any or all of the candidates on the horizontal list.

2. A college selection committee composed of dean of instruction or his designees, a department or division chairman and a faculty member or members in the subject matter field where the vacancy exists interview the selected candidates.

3. The selection committee recommends their chosen candidate for election to the faculty to the college president.

4. The college president recommends the newly elected faculty member to the superintendent for nomination.

5. The superintendent nominates the recommended faculty member to the Board of Trustees for appointment.

6. The Board of Trustees appoints the nominated faculty member to probationary status.

INDUCTION PROCEDURE

1. The college and the Personnel Division notify the newly appointed faculty member.

2. The new faculty member is processed at the college and/or the Personnel Division for induction.

3. The new faculty member is oriented by the procedure developed in the college to which he is appointed.

4. As part of the selection procedure, the probationary instructor is evaluated by the dean of instruction and the department chairman.

5. During the probationary period the Personnel Division is notified by the college regarding the evaluation of the new instructor and recommendations for retention or dismissal of the new instructor should be included in the evaluation.

RECOMMENDATIONS FOR FURTHER STUDIES

It is recommended that the recommendations which are adopted be implemented by writing specific procedures, designing forms, developing recruitment brochures and pamphlets, application forms and any other necessary procedural forms related to the development of new recruitment and selection practices.

It is recommended that a study be directed toward the feasibility of establishing a certificated position to coordinate in-service training for the district, both for certificated and classified employees. This position would be responsible for the orientation, supervisory training, sabbatical leaves, administration of a tuition-reimbursement program, the development of administrative training programs, and the coordination of teacher and administrative intern programs; and any other technical in-service programs which would be desirable.

It is recommended that a study be initiated to computerize many of the current personnel records.

It is recomended that a study be initiated toward the reorganization of the personnel staff toward more effective utilization and grouping, and that guidelines be established for the number of central personnel staff in relation to the number of personnel served in the district.

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APPENDICES

APPENDIX A

A PROPOSED SELECTION PROCEDURE FOR JUNIOR COLLEGE INSTRUCTORS

Robert E. Horton, 1965

PRESENT SELECTION PROCEDURE

I. A subject matter written examination of 2 to 3 hours duration and/or performance text.

II. Evaluation of Training and Experience. Review of transcripts, tracers, letters, etc.

III. Personal Interviews by a committee.

		Pattern 1	Pattern 2
Weights:	Written	20%	30%
	Performance	20	
	T & E	30	40
	Oral	30	30

Criticisms

1. Preparation of written exams takes too many instructors out of classrooms for too much time.
2. The written exam deters many good candidates from applying, thereby hampering recruitment.
3. The written exams have been poorly constructed in many cases. They do not serve as a good predictor of teaching success.
4. The total selection procedure is lengthy. It requires the candidates to appear several times to complete the process.
5. The procedure is now so slow that there is a backlog of unfinished examinations.
6. The slow procedure produces eligibility lists too late in the school year. Good candidates are already placed elsewhere.
7. The evaluation forms used by the various examination committees are poorly related to the purpose of selecting future teachers in the colleges.
8. Final health clearance is given to a candidate only after the eligibility list is established. Thus a leading candidate on the list may not qualify for a position after being selected.

9. The present procedure is not adaptable to out-of-state recruitment of candidates.

10. The written examination provides little independent information. That is, it tests the same area that is more thoroughly covered by the college transcripts.

11. The present vertical lists do not provide sufficient discrimination between various specialties within a given subject field. To do this would require many more eligibility lists.

12. The present procedure is costly in terms of man-hours of time spent. A less expensive procedure which would be as effective in selecting capable instructors is desirable.

A PROPOSED SELECTION PROCEDURE FOR JUNIOR COLLEGE INSTRUCTORS

Prepared by the Division of College and Adult Education and the Personnel Division

I. Committee Structure

A committee of five persons would be established for each eligibility list to be prepared. The committee would consist of no more than one person from the teaching staff of each college. The committee members should be qualified in the subject field of the list being prepared. The committee would be augmented by one department chairman and administrator during the personal qualities interviews.

II. Committee Responsibilities

A committee assigned to prepare a given list would perform all parts of the selection procedure for that list. They would evaluate training, experience, personal factors, and any other criteria used in preparing the list. Status of candidate's health and credentials would not be this committee's responsibility.

III. Evaluative Criteria

The sources used in preparing the list will include transcripts, tracers and letters of reference, and a personal interview. Each candidate will be rated separately on professional preparation, professional experience, and personal qualities by each member of the committee. A weighted average of these three scores will be obtained by each committee member. The composite average of the committee member scores for each candidate will be the basis for establishing the list. Weights:

Professional Preparation	40%
Professional Experience	40%
Personal Qualities	20%

IV. The Eligibility List

A predetermined cut-off score would be established. Each candidate whose composite score exceeds this cut-off score would be on the eligibility list if he has satisfied the health requirements. Those with scores less

than or equal to the cut-off score would not be on the eligibility list. Any person on the eligibility list may be interviewed, and if accepted at a given college, employed at that college to fill a vacant position.

V. Timing

A cut-off date would be established for the acceptance of completed application forms, transcripts, tracers, health certificates and other supporting documents. As soon as this date is reached, the committee would proceed to establish scores on the professional preparation and professional experience parts of the rating. These scores should be checked against a predetermined cut-off score for these parts. Only those candidates whose scores exceed the cut-off scores need to be called for the interview by the augmented committee. As much as possible of the evaluation procedure would be schedules on Saturdays and Christmas holidays to reduce the number of interruptions of classroom instruction. Health examinations would be required early in the evaluation procedure and would be final so that anyone placed on an eligibility list would be physically qualified. Health examinations would be based upon the criteria established by the Health Services Branch. However, forms certifying that the candidate meets these criteria would be accepted from a candidate's local physician where he lives at a distance from Los Angeles or for other good cause finds it difficult to appear at the Health Services Branch for an examination.

VI. The Rating Forms

Rating forms need to be carefully developed for each of the three parts of the evaluation procedure. A scoring system with possible scores ranging from 0 to 9 is recommended. Meaningfully worded descriptions of characteristics for each of the levels of value would be prepared.

VII. Variations

Variations in the selection procedure would be permitted to accommodate special subject matter fields. Art portfolios, speech or music

performance evaluations, and special evaluations for vocational fields are examples of permissible variations.

VIII. Out of State Recruitment

Emphasis would be placed on making the total selection procedure so simple and efficient that local recruitment will be able to fill most of the needs of the district for new teachers. However, when local recruitment is not adequate in any subject field, then out of state recruitment and selection would be accomplished. Application forms, tracers, health forms, and other supporting documents for out of state applicants would be accepted up to the same deadline date as for local applicants. Evaluation of professional preparation and professional experience may be made by the committee examining all other local candidates' files. Those out of state candidates whose scores on these parts of the evaluation are above the cut-off score would be given appointments for personal interviews. Costs and other factors involved in either sending an interview team to distant cities or bringing candidates who were successful on the first two parts to Los Angeles at district expense need to be carefully weighed.

IX. Advertising

Extensive recruiting requires advertising. A brochure explaining how to apply, salary and benefit provisions, subject fields, and other pertinent data should be prepared and mailed to each person who inquires about employment by mail or in person. A condensed version of the same information should be placed as ads in the professional journals of the subject fields which are shortage areas.

APPENDIX B

STAFF STUDY: TEACHER RECRUITMENT
POLICY AND PRACTICE

San Diego City Schools, 1970

SAN DIEGO CITY SCHOOLS
Personnel Division

STAFF STUDY: TEACHER RECRUITMENT POLICY AND PRACTICE
SAN DIEGO CITY SCHOOLS, 1970

PROBLEM:

The employment program of the San Diego City Schools, involving local-state-national recruitment, has been challenged on the grounds: (1) the "teacher" shortage is allegedly over, (2) sufficient local college applicants are available to eliminate the need for state and national recruitment, (3) the cost of non-local recruitment is excessive, and (4) non-local recruitment is not necessary.

ASSUMPTIONS:

1. The employment policy of the district should be to employ the best qualified teachers available in each teaching field.

2. In any teaching field, the district should seek sufficient applicants to insure that only well-qualified teachers will be selected.

3. As many qualified minority teachers as possible should be sought out and employed.

4. All applicants should be accorded equality of consideration and impartiality of selection regardless of race, creed, color, sex, or national or ethnic origin -- or geographical area of origin.

5. The district should insure quality control in selection, by seeking applicants from the best universities and colleges in the nation, and comparing these applicants with those from our equally fine local institutions.

FACTS:

1. The employment of large numbers of professional employees, including teachers, is a major, year-round program of the San Diego City Schools. The district is the largest single employer of teachers in the county; the second largest in Southern California, California, the Pacific Coast, and west of the Rockies; among the ten largest in the nation. Normally, we employ some 600 - 800 teachers for September (depending upon commitments, growth, changes in staffing ratios, rate of separations) and another 200 during the year. Currently, as of last year, about 55% of our needs are met from local residents (36% from local college graduates and 19% from other local interviews); 15% from other California residents; and 31% from out-of-state residents. Of 272 non-local residents employed for September 1969, 127 were employed as a direct result of 839 applicant interviews at 54 colleges. Our ratio of offers to acceptances on national tours characteristically runs 1.75 offers to one acceptance, similar to the state and local resident offer/acceptance ratio.

2. The state and national employment program was not designed to compete with local employment on a cost basis, but rather, it was intended to implement the policy outlined in the assumptions. However, cost data is readily available. The cost of out-of-state interviewing for the 1969-70 school year totaled $12,635 (6,422 for salaries of those involved and $6,213 travel expenses). The per person cost for those employed was $99.48 for salaries and travel expense and $109 if

recruitment literature cost is included; these unit costs are significantly lower than comparable professional recruiting costs in business and industry. Further, although we consider the comparison irrelevant to the purpose for which we seek non-local applicants, the average cost of a non-local new teacher this year was $7,969, compared to $8,316 for local hires. The average cost of all new teachers (inexperienced and experienced, local and non-local) was $8,256. Thus, in theory, since both local and non-local new teachers meet the same district qualification standards, the cost effectiveness of the state and national employment program is greater than the local employment program. However, to repeat, the cost effectiveness criteria is irrelevant, since to meet the policy goals outlined in the assumptions, the district would still need to continue its state and national employment program even if the cost factors were reversed.

3. The district does not hire "teachers" per se, but rather, teachers of a variety of specialized fields -- some 81 in all. California credentials and district specifications require a specific qualification by level, major or minor field, and special requirements related either to the district's programs or to State licensure in special education, health, or pupil personnel fields. CHART I (CHART OMITTED)

4. Each field has its own specifications for minimum and most desirable qualification levels. The district has developed written position descriptions and position qualifications for all teaching positions. Not all teachers certificated to teach in a given subject field or grade level assignment meet district standards.

5. There is no general teacher shortage, but rather, a shortage in specific fields.

   a. In some crowded fields, the specifications are, and should be, quite high; but even if the district hired only local college applicants for vacancies in these fields, many local applicants still would be unemployed (e.g., ratio of social studies teacher applicants to vacancies is estimated at 30-60 to 1).

   b. In many shortage fields, the district does not obtain enough qualified local college applicants to match needs -- kindergarten, primary grade; special education (MR, speech and hearing handicapped, orthopedically handicapped); English, mathematics; girls physical education; home economics; industrial arts (other than wood and drafting). TABLE I (TABLE OMITTED)

6. Minority applicants from local colleges and from California colleges are in extremely short supply. Competition for qualified minority teachers is very keen. TABLE II (TABLE OMITTED)

7. Quality control is an important aspect of our state and national employment program. Not only do we lack an adequate number of applications in the "shortage fields," but we also need a basis for judgment of quality available in selected other fields. No one college or university has equally good applicants in all the teaching fields. From a "quality mix" standpoint, we would not serve the best interest of education in San Diego by getting all our teachers in any one field from the same department in the same college year after year.

8. We do not actively seek applicants outside of the city in fields in which the local college supply produces a sufficient field of applicants and in which the local supply in these fields is of superior quality. We do interview outstanding applicants in over-supply fields, but ordinarily we do this only after prescreening of placement papers and/or special

recommendation of the university/college department. EXHIBIT A shows typical schedules of one district employment representative this year.

9. The advantage of recruiting state and nation-wide cannot really be measured by the dollar cost of a local vs. non-local new employee alone. Since the major purpose of the California and national recruitment program is to achieve an adequate pool of applicants from which to select a quality staff, the effectiveness of the program can be measured only by comparing: (1) the need for qualified applicants in shortage fields - TABLE II, (2) the need to seek out qualified minority applicants in every field - TABLE II, and (3) the extent to which employment representatives are able to secure shortage field and minority applicants as a direct or indirect result of tours -- EXHIBIT A. The quality control aspect cannot be measured by quantitative means. In addition, it is impossible to measure the total effect of the non-local employment program, since many individuals contact our office or are interviewed in our office (a) as a secondary effect of the program, (b) as a result of contacts with teachers employed as a result of the tours, (c) as a result of reading our literature in placement offices, or (d) as a result of a continued interest several years after initial contact.

10. The cost of hiring a substandard teacher is far greater than the cost of a good recruitment program involving quality controls. (Lifetime earnings of a teacher currently average $375,000 over a 30-year period.) The loss to generations of learners is inestimable.

11. A complex flow of teacher applicants from many sources over a relatively long period of time is essential to the employment process. The teacher employment season operates primarily from January to April or May in many fields; after that, filling of shortage fields, of vacancies created by separations, and of specific vacancies required by individual schools or programs continues right up to and through September - sometimes October. The most qualified teachers and "shortage field" teachers go rapidly; in many fields, good teachers are difficult to find in June and the summer months. Thus, the necessity of insuring a continuous supply of available applicants in the face of rapidly changing estimates of the vacancy/application/selection/offer/acceptance relationships seems apparent. If we turned away or discouraged non-local applicants, we could not staff our teacher needs as effectively as we now do.

CONCLUSIONS:

1. The teaching shortage is not over in many shortage fields, and particularly in areas of greatest need.

2. Sufficient local college applicants are not available to meet district needs in shortage fields and to insure quality control in so-called non-shortage fields.

3. Direct travel and salary costs to conduct employment interviews at key state and national colleges and universities is not excessive (averaging approximately $100 per non-resident new teacher), and this cost is more than offset by the lower average salary attained by non-local teachers. Even if the cost factors were reversed, to meet employment program goals, the district would still need to continue a state and national interviewing schedule.

4. The cost of hiring substandard teachers (30-year earnings estimated at $375,000 plus inestimable damage to product quality and product good will) is a major reason for a quality control objective for the district's employment program.

5. Therefore, recruitment in state and national universities and colleges is necessary to: (a) meet employment needs in shortage fields, (b) insure quality control, (c) provide flexibility in adjusting number of qualified applicants available to the time/availability, offer/acceptance, and separation/growth-need factors.

RECOMMENDATIONS:

Retain present teacher recruitment policy and practice. Continue to evaluate program annually against the assumptions (goals) underlying the employment program.

George M. Ellis /S/
George M. Ellis
Assistant Superintendent
Personnel Division

APPENDIX C

THIRD YEAR SURVEY RESULTS
AN ANALYSIS OF THE CHARACTERISTICS OF NEW FULL TIME FACULTY IN CALIFORNIA COMMUNITY COLLEGES

Office of Educational Career Services
University of California, Berkeley
Compiled by Tom S. Phair
Community College Placement Adviser - 1969

w/cc

December 31, 1969

THIRD YEAR SURVEY RESULTS

AN ANALYSIS OF THE CHARACTERISTICS OF NEW FULL-TIME FACULTY IN CALIFORNIA COMMUNITY COLLEGES

BACKGROUND OF THE STUDY

There exists a continuing interest in the criteria used in the selection of new faculty for the 94 public community colleges in California. There still appears to be a divergence of opinion among staff and faculty at both the community colleges and at teacher training institutions as to what formal preparation and/or experience is most predictive of success in teaching at this level of higher education. Now with the new Board of Governance for California Community Colleges authorized under Senate Bill 221 (now law) to set the standards for a Junior College Teaching Credential, the need for statistical data on who is selected for a teaching position these days becomes important.

Therefore, beginning with the new faculty hired for the 1967-68 academic year, Deans of Instruction or other appropriate officials were asked to fill out an information chart on the 1310 new faculty members starting out to teach in the 78 public community colleges of California. The study was requested by the California Junior College Association in association with the Junior College Leadership Program of the University of California, Berkeley. Thomas S. Phair, Community College Placement Adviser, Office of Educational Career Services, University of California, Berkeley, began the five-year study.

The second-year study was conducted on data received from 85 colleges who selected 1578 new faculty members.

Now the results of the third-year study are complete and reports have been received from 91 colleges hiring 1781 new faculty. It is pleasing to note that in all three years, every college asked to supply data did so.

GENERAL COMPARISONS

The study shows that in the current school year (1969-70) the average California Community College added approximately 10% new faculty members. This increase parellels the increase in new campuses and expansion of facilities and programs at existing colleges.

Data also indicates that the current replacement rate in California Community College faculties is approximately 2 1/2%. This rate includes staffing to replace faculty on sabbatical and leaves of absence. Retention rate of faculty is therefore quite high, although there are some exceptions, especially in the large inner city colleges.

Faculty recruited from outside California dropped from 13% for the 1968-69 academic year to 9% for the 1969-70 year, reflecting the ease with which most teaching positions can be filled from the ranks of locally available candidates in California. The average salary paid this past year of $12,329 (CTA Research Report, March 1969) may be an important factor in the high supply-low demand situation for instructors at the California Community Colleges.

New faculty with a doctorate rose from 4% to 5% in the third year of the study. There was a drop from 56% to 49% of the new faculty who had obtained a masters degree at least one year prior to being hired at the college. There was a slight increase from 22% to 26% in those with a new M.A.

In the area of comparison of the experience of new faculty, a continuing trend over the three years has been the drop in new faculty recruited from secondary teacher ranks. The three year drop has been from 37% to 34% to 31.5%. Recruitment from experienced elementary school teachers remained at 2% for the third year, an increase of 1% over the 1% of 1967-68.

New faculty whose highest level of teaching experience was the four-year college or university remained at 19%, an increase of 3% over the first year of the study. Total in this category this year was 344.

Not too surprising was the increase from the 19% of the first two years of the study to 22% of new faculty who were experienced community college instructors. With an increase to 94 public community colleges in California and 1163 total public and private junior colleges in the United States, the possibility for lateral transfer from one college to another increases.

Colleges seem to be increasing their number of professional trade-technical faculty who do not have an M.A. or teaching experience. This seems to indicate some success in educating the community and older faculty in supporting realistic, comprehensive, community college programs involving all areas rather than the excessive emphasis on college transfer programs that has possibly contributed to the student drop-out problem for years. It just might be that the "revolving door" policy is losing ground and the "open door" for lifetime learning is gaining in community acceptance.

The study indicates that faculty are still being recruited from the local community in which the college is located. A profile of the typical community college instructor selected or already on the faculty of California Community Colleges reveals that he is a man, age 27-40, with 4-7 years of teaching or related experience, is married, has children, and owns his own home.

Lastly, interviews with staff and faculty of California Community Colleges who are most involved in the decision-making process of selecting new faculty show two common criticisms of candidates for teaching positions:

1. Lack of knowledge and experience in working with typical community college students.

2. Lack of knowledge in how people learn and the techniques by which this is expedited.

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